

Allen Independent School District



Lois Lindsey Elementary

2026-2027 Campus Improvement Plan

Mission Statement

The mission of Lindsey Elementary is to cultivate a family atmosphere where students are inspired to lead as life-long learners equipped with the skills, character, and values necessary to make a positive contribution to the world.

Vision

Everyone, Every Day...Leading and Learning the Lone Star Way!

Value Statement

- • Students learn best in a nurturing and safe environment
- • In fostering an environment where all students are capable of growing to their highest potential and experiencing success
 - Students deserve and learn best in a nurturing and physically and emotionally safe environment that affords opportunities to be meaningfully involved in their learning
 - Students deserve to be consistently held accountable for learning and behavior
 - Classroom instruction should be student-centered, innovative, rigorous, and provide the support necessary for students to excel with future-ready skills
 - Students are capable of meeting high levels of learning expectations and a desire to be successful
 - Highly effective educators are dedicated, positive, enthusiastic, collaborative, and innovative
 - In fostering a school culture of family where staff members and students value diversity and exemplify compassion and trustworthiness
 - That all members of the Lindsey community have unique strengths and talents and have something to contribute to the campus' success and have the innate capacity to meet the responsibilities of leadership
 - Parents are valuable educational partners in creating successful learners
 - Timely, effective, and clear communication among all members of the Lindsey community supports student success

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Comprehensive Needs Assessment

Demographics

Summary

Lindsey Elementary is an eleven-year old, Kindergarten-Sixth grade campus in Allen ISD that is located in McKinney, Texas. Reviewing data from the 2025 school year, student enrollment data indicated we have almost 800 students enrolled at Lindsey Elementary. All Lindsey students are McKinney residents. The chart below shows the distribution of current Lindsey students by grade level, ethnicity, and various student groups.

Student Profile Data

Total Population May 2026		Ethnic Breakdown May 2026		Student Group Distribution May 2026	
Grade Level	# of Students	Ethnicity	% of Students	Student Groups	% of Students
Kindergarten	111	African American	12.9%	Economically Disadvantaged We will review again once we have snapshot data-10/31)	17.87%
1 st Grade	99	Asian	50.6%	At-Risk	29.24 %
2 nd Grade	96	Hispanic	13%	EB	21%
3 rd Grade	99	American Indian	1.4%	Special Education	16%
4 th Grade	121	White	28.5%	Gifted/Talented	11%
5 th Grade	138	Two or More Races	6.4%		
6 th Grade	117				
Total	778				

Lindsey Elementary's student mobility rate was 5.4% for 2022-2023. The campus is in a developed neighborhood, and includes three apartment complexes all within the city of McKinney.

The attendance zone was updated during the summer of 2023, removing an apartment complex, which will keep our total population within the functional capacity of the campus. Our new teachers that have joined the Lindsey Elementary family this year will each collaborate with a fellow staff member who will serve as their Mentor/Buddy. Our new teachers also participate in a new teacher orientation at the beginning of the year, and weekly meetings with their mentor/buddy.

Strengths

- Lindsey has a very diverse population that is embraced by our staff, students, and community. We have over 27 different languages that are spoken by Lindsey students.
- With the increase in our student population, additional support staff in the area of Dyslexia Therapy, Speech, and English Language Learners has been allotted to meet the needs of our growing special area populations.
- All staff are highly qualified and certified for the area in which they are working, and there is low staff turnover.
- We have a highly experienced staff.
- Parents and other stake holders are active participants in their students' learning.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 We have a very large campus enrollment compared to other district campuses, with a high mobility rate with students and teachers, resulting in inconsistencies with following campus wide procedures.	

 = Priority

Student Learning

Summary

Grades 3–6

Student achievement in grades 3–6 is measured by STAAR. Campus and district comparison data from 2025 is provided below. Lindsey students outperformed or matched district averages at the **Approaches**, **Meets**, and **Masters** levels in most Reading and Math grade levels. In particular, grades 4–6 Reading and Math were consistently higher than district results. Fifth grade Science results at Lindsey were lower than the district in Meets and Masters but remained close at the Approaches level.

2026 STAAR Reading Language Arts – Performance Summary

Grade	Campus % Approaches	Campus % Meets	Campus % Masters	District % Approaches	District % Meets	District % Masters
3rd	82%	59%	26%	83%	66%	39%
4th	90%	74%	49%	87%	70%	41%
5th	95%	83%	65%	89%	75%	55%
6th	90%	85%	62%	90%	78%	56%

2026 STAAR Mathematics – Performance Summary

Grade	Campus % Approaches	Campus % Meets	Campus % Masters	District % Approaches	District % Meets	District % Masters
3rd	78%	56%	33%	82%	61%	39%
4th	79%	63%	36%	79%	65%	41%
5th	90%	68%	41%	85%	65%	38%
6th	94%	71%	50%	90%	68%	43%

2026 STAAR Science – Performance Summary

Grade	Campus % Approaches	Campus % Meets	Campus % Masters	District % Approaches	District % Meets	District % Masters
5th	NSE	NSE	NSE	NSE	NSE	NSE

Key Points:

- In **Science (5th grade)**, The state has not set the new standards for the Science TEKS.
-

House Bill 3 Early Childhood Literacy and Math Proficiency

As part of HB3 requirements, the district worked to set 5-year goals for Early Childhood Literacy and Math Proficiency. The overall goal in each area addresses increasing the performance of 3rd-grade students at the Meets Grade Level performance level, as research has shown grade 3 to be a critical predictor of student success in later years. As a part of this work, data sets from district screening in grade Pre-K - 2nd grade were also reviewed and revealed that students struggling with Math and Reading in these early years are frequently the same students struggling when they reach third grade. As a result, progress monitoring throughout these earlier grades and within students groups is a part of the HB3 requirement, as literacy and math proficiency in these early years establishes a solid foundation for success. Progress monitoring goals in grades Pre-K - 2nd grade will help us to identify and close gaps in students' foundational literacy and math skills early, and thereby increase successful attainment of Meets Grade Level performance on the 3rd grade Reading and Math STAAR assessment. These progress monitoring goals will also be set for each student group, therefore providing the opportunity to monitor and adjust instruction to meet the needs of all learners. The implementation of the mCLASS reading diagnostic assessment in grades Kindergarten - 2nd grade and the NWEA MAP Growth assessment will provide essential data for teachers, three times throughout the year. (NWEA MAP Growth is also being implemented in grades 3 - 6 in Math, Reading, and Science.) The ability to utilize the same screening tool across multiple grade levels will provide more comparable data from year to year in order to accurately track both student growth as well as student strengths and weaknesses.

Strengths

- As a campus our students are continuing to grow in areas of approaches, meets, masters and decreasing did not meet.
- We have consistent scores across subjects
- We are doing a good job improving our lower leveled learners.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 Third grade is the only grade level consistently performing below district averages across all student achievement measures, indicating a need for targeted instructional support and improved alignment of curriculum, assessment, and intervention practices.	
2 Although overall student achievement is comparable, or exceeds, to the district performance in several grade levels, the campus underperforms the district in the higher achievement performance categories. This indicates a need to strengthen rigorous Tier I instruction and enrichment opportunities to increase the number of students achieving at advanced levels.	

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School Processes & Programs

Summary

School Processes and Programs Summary

Classroom instruction and assessment are the foundation of student success at Lindsey Elementary. Instruction is guided by the **Texas Essential Knowledge and Skills (TEKS)**, district-created curriculum, and pacing calendars to ensure alignment, rigor, and consistency across grade levels.

Instructional Planning

- **Grade Level Planning Meetings:** Teams of teachers twice weekly with campus instructional coaches and administrators. These meetings focus on lesson design, analysis of student assessments, and targeted professional development. Special Education and Intervention/Enrichment staff collaborate closely with grade-level teams to ensure that instruction is differentiated, rigorous, and aligned to both TEKS and student learning needs.
- **Strategic Planning Meetings:** Held throughout the year, these sessions allow teachers, interventionists, and administrators to analyze student achievement data and identify at-risk learners. Intervention staff follow up with targeted support and best practice strategies to improve outcomes.

Instructional Coaching

Allen ISD's coaching initiative assigns coaches across three campuses. At Lindsey, Learning Support Specialists:

- Support implementation of rigorous, differentiated lessons in all content areas.
- Model the workshop approach in math and science.
- Guide teachers in incorporating written and verbal justification of thinking across subjects.
- Provide professional learning, data reviews, and support for lesson/unit planning using backward design.

Student Support Systems

The **Core Student Intervention Team (SIT)** monitors student progress and addresses both academic and social-emotional needs. When students are not demonstrating expected growth, SIT coordinates with teachers to design interventions, and partners with ARD/504 committees as appropriate to adjust supports and services.

Monitoring and Professional Growth

Instructional effectiveness is evaluated through a combination of scheduled **T-TESS observations** and frequent informal walkthroughs. Data from these observations inform individualized professional development and coaching support.

Technology Integration and Mission Alignment

Lindsey Elementary is committed to providing a collaborative environment where technology is seamlessly integrated into instruction. Students are equipped with the skills, knowledge, and tools necessary to thrive as lifelong learners in a technology-

Strengths

- **New Teacher Recruitment:** Administrators attend job fairs and pull from a pool of teachers from the district level. Hiring Lindsey student teachers.
 - 1. District Mentor Program-Lindsey Mentor Program-School Mentors/ Buddies
 2. Team support
 3. ELA and Math Coaches support
 4. School Communication-Ledger, Announcements, Team Lead, Master Calendar
 5. PD throughout the year
 - 6. Certification Program Support
- **Learning Support Specialists** assist teachers with curriculum, instruction, and assessment.
- **Behavior Support:** Teachers follow clear steps outlined in the Behavior Intervention Guide.
- **Mentorship:** New teachers are supported through a Mentor/Buddy Program.
- **Highly Qualified Staff:** Teachers hold certifications in areas of strength and demonstrate passion for student success.
- **Student Opportunities & Programs:** Students are empowered through music, art, PE events, UIL, spelling bees, reflections, AIM Showcase, Lone Star Press Author Celebration, library service projects, and veteran appreciation events.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 With the wide variety of support programs for students, there can be difficulty with planning together and/or communicating needs between the general education classroom and these specialized programs, as well as vertical content teams.	
2 Lindsey Elementary faces increasing challenges in recruiting and retaining highly qualified educators due to increased teacher turnover and a shrinking pool of experienced, high-quality candidates entering the profession.	The national and regional teacher shortage, combined with increased educator turnover and a declining pipeline of highly qualified teacher candidates, has reduced the availability of experienced, effective educators.

 = Priority

Perceptions

Summary

Lindsey Elementary is committed to fostering a **family-friendly, welcoming environment** and maintaining a responsive climate for parents. We prioritize clear and consistent communication to support meaningful partnerships between home and school. Each year, beginning in early August, we update our **school website** with as many dates as possible to help families plan ahead. In partnership with the **Lindsey PTA**, the office sends out **weekly newsletters** highlighting school news and events. Students also receive information through a **Tuesday Folder system**, which includes graded assignments and paper copies of important communications. Classroom teachers provide parents with **weekly or biweekly newsletters** detailing upcoming instructional units and strategies to support learning at home. For students in grades 2–6, parents have **electronic access to assignments and grades** via the Family Access system. **Formal parent-teacher-student conferences** are held in the fall, with this year's conferences offering **daytime and evening appointments** through a district-wide parent-teacher conference day in October, accommodating working parents. Our school's namesake, **Ms. Lois Lindsey**, actively supports students and staff through volunteering, providing meals and treats, and offering positive feedback, further enhancing our caring and supportive school culture.

Strengths

- **Strong Community Support:** Our school benefits from significant parent and community involvement. Parents consistently report that Lindsey Elementary feels **safe and secure**.
- **Parent Engagement:** Multiple opportunities exist for parents to provide feedback on student achievement and performance.
- **Welcoming Campus Culture:** Teachers, staff, and visitors consistently notice that Lindsey Elementary has a **special, positive atmosphere**.
- **Student Leadership & Belonging:** All students have opportunities to take on **leadership roles**. Students feel **safe, supported, cared for, and connected** to the campus community, contributing to high engagement and a desire to attend school. A new group, Empowered Leaders, was added last year to increase opportunities.
- **Teacher Collaboration & Support:** Teachers feel **welcomed and supported** by their colleagues. Teams provide safe spaces to process challenges, and **new teachers are supported through strong mentoring relationships**.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 Although Lindsey Elementary experiences strong parent and community participation in campus events and general volunteer activities, there are limited opportunities for families to engage in meaningful leadership roles that directly support campus improvement goals and student achievement.	
2 While Lindsey Elementary maintains positive relationships with families, there is a need to strengthen partnerships between staff and parents that are specifically focused on supporting student learning. Communication and engagement opportunities are not consistently centered on academic progress, shared responsibility, and strategies that families can use to reinforce learning at home.	

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Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Local Accountability Systems (LAS) data
- ☒ Community Based Accountability System (CBAS)

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Observation Survey results
- ☒ Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ State-developed online interim assessments
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data
- ☒ STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback

- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ Equity data
- ☒ T-PESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data
- ☒ Action research results



Goals

Goal 1 Allen ISD will cultivate a culture of excellence.

Performance Objective 1

By May 2027, Lindsey Elementary will strengthen campus climate by implementing a campus-wide system of supports that fosters collaborative relationships among students, staff, and families, as measured by an increase in positive responses on district climate and engagement surveys.

Evaluation Data Source: Survey results

Strategy 1

Lindsey Elementary will encourage and give opportunities for all staff to take ownership of the campus climate and morale.

Strategy's Expected Result/Impact: Positive campus morale

Staff Responsible for Monitoring: Sunshine Committee
Administrators

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Lindsey Elementary will focus on "showcasing" our teachers during our Professional Development throughout the year in order to build capacity in them as instructional leaders.

Strategy's Expected Result/Impact: Continued teacher and student growth

Staff Responsible for Monitoring: Administration and Instructional Coaches

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

Moderate Progress

September

December

March

May

Strategy 3

Implement a school-wide tutoring and study hall system to reduce missing assignments, strengthen academic responsibility, and foster positive connections among students, staff, and families.

Strategy's Expected Result/Impact: * Decrease in the number of missing assignments campus-wide.
* Improved student responsibility and academic performance.
* Increased family confidence in academic supports.
* Higher positive response rates on district climate and engagement surveys.

Staff Responsible for Monitoring: Classroom teachers
Admin

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

No Progress

September

December

March

May

Performance Objective 2

By May 2027, Lindsey Elementary will provide targeted professional development aligned to district and campus goals, with 100% of staff participating in campus-based sessions, as measured by sign-in sheets and implementation evidence in classroom walkthroughs.

Evaluation Data Source: Staff development calendars and documents

Strategy 1

Create a system where admin and instructional coaches provide timely, specific feedback after walkthroughs that connects directly to professional development topics.

Strategy's Expected Result/Impact: Improved connection between trainings and implementation in classes

Staff Responsible for Monitoring: Admin and coaches

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Recognize and celebrate evidence of new strategies being implemented during staff meetings or newsletters, reinforcing the link between PD and student success.

Strategy's Expected Result/Impact: Improved connection between trainings and implementation in classes

Staff Responsible for Monitoring: Admin and coaches

Formative Reviews

Moderate Progress

September

December

March

May

Goal 2

Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1

By May 2027, Lindsey Elementary will promote awareness of post-graduation pathways (college, military, and career/trade options) by integrating age-appropriate activities at each grade level, ensuring that 100% of students participate in at least two career or college readiness experiences during the school year.

Evaluation Data Source: Verbal and Visual Evidence of student and staff participation

Strategy 1

The Campus Counselor will plan and facilitate Spirit Days, morning announcements during College and Career Week to increase student engagement and encourage ongoing discussion of post graduate education.

Strategy's Expected Result/Impact: Students will be able to identify educational opportunities after graduation

Staff Responsible for Monitoring: Counselor
All Staff
Administration

Formative Reviews

Moderate Progress

September

December

March

May

Strategy 2

Introduce and utilize the Xello program with students in K-6 in order to introduce and explore career options that match student interests.

Strategy's Expected Result/Impact: More awareness from students on potential career/training options.

Staff Responsible for Monitoring: Admin
Counselor

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

Moderate Progress

September

December

March

May

Performance Objective 2

By May 2027, Lindsey Elementary students will demonstrate growth in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, as evidenced by a 10% increase in positive student responses on the district SEL or climate survey and a decrease in office discipline referrals compared to 2026 data.

Evaluation Data Source: L-Star Coupons

Shine Time
Guidance lessons
Discipline referrals

Strategy 1

Staff will incorporate the Second Step curriculum and the Lindsey Way Curriculum to dedicate a minimum of 15 minutes per day providing SEL lessons within the classroom.

Strategy's Expected Result/Impact: Improve overall classroom culture
Decrease in discipline referrals

Staff Responsible for Monitoring: Teachers
Counselor
Staff Lighthouse Team
Administrators

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Develop and implement a Vertical house system to build leadership and relationships across the entire school.

Formative Reviews

Moderate Progress

September

December

March

May

Goal 3

Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1

By May 2027, Lindsey Elementary will provide targeted support and resources to improve the academic achievement of students served in special programs (e.g., Special Education, 504, Emergent Bilingual, GT), resulting in an increase in the percentage of students meeting or exceeding grade level expectations on district and state assessments compared to 2026 results.

Evaluation Data Source: IEP data
TELPAS Language Proficiency Scores
MAP
mClass
District Assessments
SSI Documentation
STAAR

Strategy 1

Provide supplemental learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.

Strategy's Expected Result/Impact: Local Assessment Data
STAAR Mastery %

Staff Responsible for Monitoring: AIM teacher

Funding Sources: GT Allotment, \$88,281

Formative Reviews

Moderate Progress

September

December

March

May

Strategy 2

Provide supplemental learning experiences for emergent bilingual students to promote English language acquisition and academic achievement.

Strategy's Expected Result/Impact: Increase in language proficiency scores
STAAR Progress Measure

Staff Responsible for Monitoring: EL Facilitator

Funding Sources: Bilingual/ESL: State Special Allotment, \$200

Formative Reviews

Some Progress

September

December

March

May

Strategy 3

Provide supplemental learning experiences and services through before/after school tutoring for identified at-risk students promoting academic achievement progressing towards high school graduation.

Strategy's Expected Result/Impact: Close gaps resulting in student growth

Staff Responsible for Monitoring: Classroom Teachers, SSI Teacher/Instructional Aides, Special Education Teachers/Instructional Aides, Dyslexia Therapy Teachers

Funding Sources: Comp Ed: State Special Allotment, \$89,931

Formative Reviews

Some Progress

September

December

March

May

Strategy 4

Provide supplemental learning experiences and services for special education students to support individual learning needs.

Strategy's Expected Result/Impact: Progress on IEP goals
STAAR Progress Measure

Staff Responsible for Monitoring: Special Education staff
Administration

Funding Sources: Special Education: State Special Allotment, \$747,420

Formative Reviews

Moderate Progress

September

December

March

May

Performance Objective 2

By May 2027, Lindsey Elementary will utilize K-6 assessment data to guide instructional decisions for both core instruction and targeted intervention/enrichment, resulting in an increase in the percentage of students meeting or exceeding grade level expectations on district and state assessments compared to 2026.

Strategy 1

Lindsey Elementary support teachers in disseminating data through MAP and mClass to inform instruction in core academic teaching, as well as intervention and enrichment.

Strategy's Expected Result/Impact: Teachers will utilize data more frequently to determine areas of strength and weaknesses to inform instruction and support the growth of individual students.

Staff Responsible for Monitoring: Instructional Coaches
Campus Intervention Specialist
Administration

Formative Reviews



September

December

March

May

Strategy 2

Provide targeted, small group instruction during the classroom instructional block and designated intervention/enrichment time.

Strategy's Expected Result/Impact: Increase in % of students showing progress

Staff Responsible for Monitoring: Classroom Teachers
Instructional Coaches
SSI
Administrators

Formative Reviews



September

December

March

May

Strategy 3

With coaches support, teachers will lead professional development opportunities to share high impact instructional practices during after school meetings and through peer classroom visits.

Strategy's Expected Result/Impact: More frequent use of high impact strategies across the school.

Staff Responsible for Monitoring: Classroom Teachers
Administrators
SSI
Academic Coaches

Formative Reviews

Moderate Progress

September

December

March

May

Performance Objective 3 HB3 Goal

The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Reading Language Arts assessment will increase from 70% to 72.5% by Spring 2029.

Evaluation Data Source: STAAR Reading Results

Strategy 1

Classroom teachers will collaborate in Professional Learning Communities (along with the Reading Instructional Coach and/or District Instructional Specialist) to plan intervention/enrichment lessons and effective small group instruction to support best practices and student growth.

Strategy's Expected Result/Impact: Increase in % of 3rd grade students scoring Meets or above on STAAR Reading

Staff Responsible for Monitoring: Classroom Teachers
Special Education Teachers
SSI

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Strengthen instructional approaches around identifying gaps in literacy foundational skills and provide intervention to close gaps so that students have a strong foundation in the early grades.

Strategy's Expected Result/Impact: Improved student performance in early reading strategies.

Staff Responsible for Monitoring: Admin
Teachers

Funding Sources: Early Education: State Allotment, \$86,011

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 4 HB3 Goal

The percent of Third Grade students that score at Meets Grade Level or above on the STAAR Math assessment will increase from 63% to 65.5% by Spring 2029.

Evaluation Data Source: STAAR Math Results

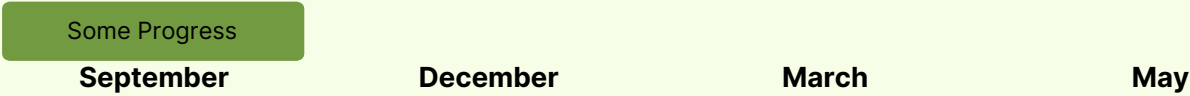
Strategy 1

Classroom teachers will collaborate in Professional Learning Communities (along with the Math Instructional Coach and/or District Instructional Specialist) to plan intervention/enrichment lessons and effective small group instruction to support best practices and student growth.

Strategy's Expected Result/Impact: 2021-2024 STAAR Reading Results

Staff Responsible for Monitoring: Classroom Teachers
Special Education Teachers
SSI
Administration

Formative Reviews





Funding Summary

Funding Summary

Early Education: State Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	3	2		--	\$86,011.00
Sub-Total					\$86,011.00
Budgeted Fund Source Amount					\$86,011.00
+/- Difference					\$0.00

Dyslexia: State Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Bilingual/ESL: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2		--	\$200.00
Sub-Total					\$200.00
Budgeted Fund Source Amount					\$200.00
+/- Difference					\$0.00

CCMR: State Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Comp Ed: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3		--	\$89,931.00
Sub-Total					\$89,931.00
Budgeted Fund Source Amount					\$89,931.00
+/- Difference					\$0.00

CTE: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Special Education: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4		--	\$747,420.00
Sub-Total					\$747,420.00
Budgeted Fund Source Amount					\$747,420.00
+/- Difference					\$0.00

GT Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1		--	\$88,281.00
Sub-Total					\$88,281.00
Budgeted Fund Source Amount					\$88,281.00
+/- Difference					\$0.00